DOCUMENT RESUME

ED 156 170 IR 006 155

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TITLE	A Responsive Evaluation of Inside/Out.
INSTITUTION	Agency for Instructional Television, Bloomington, Ind.
REPORT NO	RR-58
PUB DATE	Nov 77
NOTE	33p.; For related document, see IR 006 147
AVAILABLE FROM	Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (Free, while supply lasts)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Affective Objectives; County School Systems; *Educational Research; *Educational Television; Elementary Schools; Emotional Development; *Evaluation Methods; Interviews; Personal Growth; *Teacher Attitudes; *Teacher Improvement; Use Studies

ABSTRACT

This evaluation of Inside/Out, a series of 15-minute instructional television/film programs on emotional health, focused on teachers' perceptions, responses, and reactions to the series. Particular attention was given to teachers' commitment to an affective approach to health education as a result of pre-program training in conjunction with exposure to the Inside/Out series. The responsive evaluation methodology consisted of exploratory visits, observations, open-ended and structured interviews, and surveys with teachers in 17 elementary schools in southern Indiana; results from each evaluation method are given. Most teachers agreed that Inside/Out is a useful classroom tool, effective in eliciting the expression of student-teacher feelings, and conducive to the teachers' personal growth. Questions meriting further study are included. (CMV)

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The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related printed materials for use as major learning resources. It makes many of the television materials available in audiovisual formats. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices and Midwestern office are in Bloomington, Indiana; there also are regional offices in the Washington, D.C., Atlanta, and San Francisco areas.

"Inside/Out" consists of television/film programs and related materials for eight- to ten-year-olds in the United States and Canada. The project was a joint effort of a consortium of thirty-three educational and television agencies and the Agency for Instructional Television.

This report, written by John Van Hoose, is based on the author's doctoral dissertation at Indiana University. Dr. Van Hoose is on the faculty of the University of South Carolina.

Research Report 58

A RESPONSIVE EVALUATION
OF INSIDE/OUT

November 1977

Agency for Instructional
Television
Box A
Bloomington, Indiana 47401

INTRODUCTION

"Inside/Out," a series of thirty 15-minute color programs on emotional health, was designed by health educators and learning specialists to help 8-, 9-, and 10-year-olds to understand and cope with their emotions. As such, the series offers user teachers a way of introducing sensitive topics into the classroom. In recent years, the programs have reached an audience of several million, and have attracted considerable favorable attention from educators and parents.

One of the major goals specified by its designers is that teachers who use the series will strengthen their commitment to an "affective approach to health education." The creators suggest that one outcome of "Inside/Out"

> may lead (teachers) to become more feeling, more humane persons... and may be beneficial to (their) health and personal growth.

Despite these clearly stated aims, most research on the series has assessed student reaction, without any attempt to evaluate teacher response. In contrast, the present study concentrates directly on teachers' perceptions, reactions and responses, to "Inside/Out" in particular, and by implication, to affective education in general.

Responsive Evaluation

Typical evaluation approaches, which neither capture the complexities of a naturalistic field setting nor practitioners during the course of the study, were rejected in favor of responsive evaluation. The investigator felt strongly that teachers and administrators, as decision makers, should have access to useful data as it surfaces, rather than at the end of the study.

Responsive evaluation facilitates the sharing of data throughout the course of the study. The method derives its name from an orientation toward, and attention to, program intents, audience information requirements, and the value perspectives of various participants in the study. The model parallels what people do naturally when they evaluate: they observe and react.[1]

This approach prohibits preconceived hypotheses. Instead, the evaluator

> conceives of a plan of observations and negotiations. He arranges for various persons to observe the program. With their help, he prepares brief narratives, portrayals, product displays, graphs, etc. He finds out what is of value to his audience. He gathers expressions of worth from various points of view. Of course, he checks the quality of his records. He gets program personnel to react to the importance of various findings. He does much of this informally, iterating--keeping a record of actions and reactions. He chooses media accessible to him and his audiences to increase the likelihood of fidelity of communication.[2]

The evaluator also engages in dialogue with his clients. He defers judgments about the program until he is immersed in the culture of the

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[1]Paraphrased from Robert E. Stake, "Responsive Evaluation," (unpublished paper, University of Illinois, Champaign-Urbana, 1972), p. 1.

[2]Ibid.

schools, and can develop realistic perspectives on those being studied. Rather than postponing the report of findings, he continually seeks reactions to data throughout the study.

The evaluator is then less likely to impose his idiosyncratic notions on the program. At the same time, he builds positive relationships. As House points out,

> A proven way to relevant evaluation is to build a deeper consultant relationship with the client. Over time, the client becomes convinced that the evaluator does indeed understand his problems, has his best interest at heart, and truly wants to help the program. By getting within the client's framework, the evaluator understands what problems a client sees and what indeed is most relevant. Besides having relevant data, the client is more willing to accept the evaluation results when negative.[3]

This responsive perspective easily lends itself to evaluation in a complex field setting. The evaluator serves as a resource during the process, as well as provides insights and recommendations at the completion of the study. Since he is not wed to a set of preordained hypotheses, he can adjust to new concerns as they arise, tailoring his procedures to the needs of the situation. Through this responsive evaluation, the investigator can capture the subtle aspects of an affective education program by documenting usage and reactions, or through glimpses of personal growth.

The Focus

Methodological, administrative, and personal growth variables were considered in a varied field setting. These concerns were intended to identify how teachers perceived the series, and whether, as a result

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[3]House, Ernest R., "The Relevance of Evaluation," (unpublished paper, University of Illinois, Champaign-Urbana, 1972), p. 6.

of series use, they become more sensitive to their students' affective development. First, methodological techniques were explored by looking at the kinds of questions teachers ask, and by observing the kinds of nonverbal behavior they exhibit. How do teachers at different grade levels feel about the series? Are some teachers uncomfortable with the more sensitive programs?

A second area of interest concerned the role of administrative variables in restraining or encouraging series use. Questions focused on possible time constraints and technical difficulties. Do administrators support the use of the programs? Do parents' reactions affect series use? Are teachers adequately trained to use the affective approach needed to maximize series potential?

While a third group of questions, concentrating on teachers' personal growth, were instructive, the responses were difficult to assess. Are teachers actually more sensitive to students' needs as a result of "Inside/Out"? Do issues such as death, divorce, and child abuse treated in the series help teachers to deal with these issues in the classroom? Do teachers become more open with students by talking about their own feelings and weaknesses? In other words, can "Inside/Out" promote a teacher's affective development?

The Setting

A two-semester internship as Assistant to the Director of Elementary Education in the Monroe County Community School Corporation (MCCSC) in southern Indiana facilitated the evaluator's role as participant-observer. No hypotheses were conceived prior to his personal involvement in the setting. The seventeen elementary schools of MCCSC serve a population

ranging from the extremely poor, educationally disadvantaged, to the wealthy, cosmopolitan student. An attempt was made to reflect this diversity in interpreting the results, by dividing the schools into three groups on the basis of prent occupation to determine whether students' backgrounds were a factor in their appreciation of the series: professional (22 classes), blue collar (27 classes) and mixed (20 classes).

Method

In order to develop a broad picture of the impact of "Inside/Out" on teachers, data were collected through a series of classroom visits, observations, interviews, and through a formal written survey.

Exploratory visits. A series of informal classroom visits oriented the evaluator to the use of "Inside/Out" in different locations at different grade levels.

Observations. Observations were used to gather data on teacher use. These classroom visits yielded reports of administrative concerns, and questions dealing with personal growth. A stratified sample of seventeen third, fourth, and fifth grade teachers was selected to include those who were using the series for the first and second time, with a maximum of three teachers selected per school.

Open-ended interviews. Nine teachers, seven of whom were second-year users, were invited to discuss "Inside/Out." In these informal interviews, teachers talked about their use of the series, their reactions to it, their notion of administrative problems, and their personal growth. Since no agenda was set, they focused on areas that specifically concerned them. Respondents were assured anonymity and their permission was required

before recording the interviews (which ranged from 45 minutes to two-and-one-half hours).

Structured interviews. To assess the validity of the data gathered by the informal procedures noted above, twenty-five additional teachers at all grade levels were interviewed on specific topics. AIT researchers, in an effort to validate the instrument intended for use in a survey, joined the evaluator to conduct interviews. The reported findings are a result of this joint effort.

The survey. A survey instrument was designed around data collected in the interviews. Eligible third, fourth and fifth grade teachers were asked to participate. All three aspects of the study, methodological, administrative, and personal growth, were addressed.

ANALYSIS: EXPLORATORY VISITS, OBSERVATIONS, OPEN-ENDED INTERVIEWS

The primary goal of the first three procedures was to gather extensive, detailed reactions to "Inside/Out."

Exploratory Visits

Visits were arranged so the evaluator could become acquainted with the user's situation. The sites, six classrooms in six different schools, were carefully selected to reflect the diversity of the seventeen schools in Monroe County. Of the six teachers observed, three had previously used the series.

An informal set of categories enabled the investigator to assess teacher management of class discussions. The first five categories (see Table 1) are considered methods of facilitating student discussion, while

TABLE 1

ACTIVITIES OF TEACHERS DURING EXPLORATORY VISITATIONS (N=6)

Teacher	A	B	C	D	E	F
Grade Level(s) of Teacher	5	4-5	3-5	4	5	5
Year of Use	2	1	2	2	1	1
Verbal Teacher Behavior						
Categories						
1 Accepted student comments without criticism	x	x	x			
2 Applied to life of students	x	x	x	x		x
3 Used student comments as a stimulus for discussion		x	x	x		x
4 Made self-involving comments	x		x	x		x
5 Productive questioning		x				
6 Reproductive questioning	x		x	x	x	
7 Made judging/moralizing comments	x		x	x		
Non-Verbal Teacher Behavior						
At ease--relaxed	x	x	x	x		x
Tense--frustrated					x	

categories six and seven tend to discourage it.

Specifically reproductive questioning (Category 6), a form of questioning that often elicits a simple yes or no answer, was used by four teachers. Three teachers made moralizing and judgmental comments that inhibited student decision-making (Category 7). Generally, however, teachers were able to stimulate a good class discussion. Most of them appeared at ease when using the program. Many applied the activities in the televised sequence to their students' own experiences. Four of the six teachers made self-involving comments (Cateogry 4) by mentioning their own fears. Four of the teachers frequently used student comments to stimulate further discussion, a strategy encouraged by series designers. Three teachers typically accepted student comments without criticism (Category 1), but only one utilized productive questioning in the discussion period (Category 5).

The best example of acceptance and productive, or open-ended questioning was portrayed by teacher B:

> She asked the students to assume the role of each character and asked questions about this character, his reasons for specific behavior, and other reactions or courses of action that could have been taken. The questions were open-ended and there was a vigorous response from students. The techniques employed seem to be consistent with a gestalt approach. No judgements were made about any of the responses, just assistance in clarifying a comment. All comments were well-received by the teacher.[4]

The most positive general finding of these visits was the extensive self-involving behavior of many teachers. The main weakness observed was that most teachers did not use open-ended, productive questioning.

Observations

The observations, and post-observation discussions with seventeen representative teachers, were designed to provide portrayals of natural events and reactions in "Inside/Out" classrooms. Each teacher was observed only once within a two-month period; the visits covered seven different programs. Teachers were selected to include third, fourth, and fifth grade levels, one or two years of program use, and the three social groups, professional, blue collar, and mixed. Figure 1 provides an overview of these observations.

The first category reflects teacher behavior which encourages student involvement and participation. This includes an acceptance of student comments without criticism, the use of these comments to stimulate further discussion, and an application of program concepts to students' lives. Most teachers (83%) exhibited one or more of these facilitating

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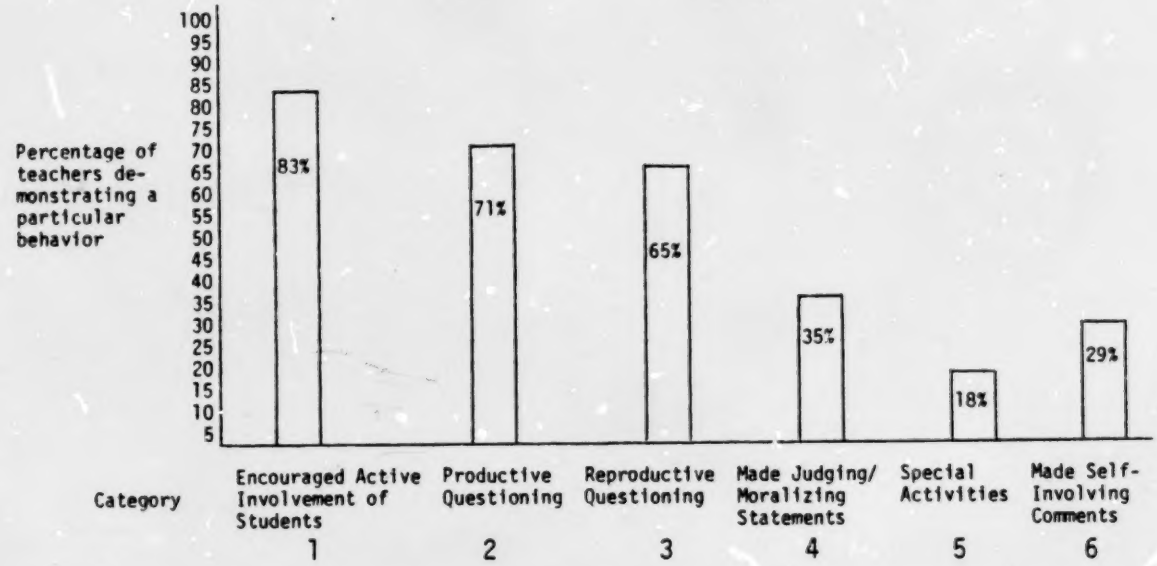
[4]Quoted material represents direct statements obtained during visits, observations, interviews, or through the survey.

FIGURE 1

BEHAVIOR OF TEACHERS DURING OBSERVATIONS (N=17)



behaviors; those who used any one of them tended to use all three. Most (71%) also used productive or open-ended questioning. The emerging pattern suggests that teachers who seek to involve students actively in discussions tend to use several of the encouraging behaviors to do so.

On the other hand, 65% of the questions asked were reproductive, which tended to discourage the students' personal observations. Some teachers (35%) made judgmental statements in an apparent attempt to stimulate students to think; however, since "Inside/Out" is designed to encourage students to arrive at their own conclusions, a teacher's judgmental statement is considered undesirable. Unfortunately, few teachers (29%) made self-involving comments which could serve as a hub against which students could express their feelings. Only three of the seventeen teachers observed (18%) used any of the special activities suggested in the Guide for Teachers.

Most (65%) seemed relaxed while conducting the discussions, but five (29%) expressed tension or frustration through nonverbal behavior. Three teachers periodically failed to acknowledge students' comments. One teacher was distracted by noise outside the classroom, while another appeared uneasy about the subject being discussed (divorce). Another concentrated directly on the questions in the Guide and had little eye contact with the students.

There were no observed differences in teacher behavior which could be organized according to occupational character of the school. The differences noted, in quality of discussion, student interest, and participation, seemed related to teachers' personal values rather than the students' socio-economic status. The hypothesis which attempted to relate social class and the character of postviewing discussions was therefore rejected.

While there were no observed differences in grade level-related approaches, in post-observation discussions, some third grade teachers indicated that their students were not mature enough to view the series.

Problems of an administrative nature also surfaced in these discussions. In some cases, interruptions due to physical layout and school schedule diminished the quality of the postviewing discussion. Schedule conflicts also posed problems. Several teachers indicated that other priorities often limited the time available for "Inside/Out."

Another topic of interest was the mode of conducting follow-up discussions. Should they be held jointly with several classes, or with a self-contained group? Although several classes often viewed the programs together, most teachers preferred to conduct discussions with their own

class, feeling that a larger, less familiar group made some students uncomfortable. Other teachers felt that jointly held discussions were more valuable, and the investigator's observations support this view.

Of the five programs labeled "sensitive" by the series designers, only two were considered controversial in Monroe County. "Breakup," which deals with a child's reaction to her parents' separation and possible divorce, and "In My Memory," which concerns a grandmother's death, were only available for use in the second year. Both portrayed a wide variety of children's reactions to difficult situations.

One teacher did not know whether to show "Breakup" because a number of students had parents who were recently divorced. After conferring with the evaluator, the teacher talked to parents about the program. Despite these precautions, the teacher appeared tense and stifled discussion.

Another teacher reacted quite differently, although ten of her students were from broken homes. Excerpts from the field notes on this observation, quoted below, suggest an effective way to use "Breakup."

> The teacher sat on a sofa and the students were gathered around her on pillows, chairs, and another sofa. The physical arrangement was relaxed. The children moved around freely, yet the classroom activities were not confusing, disruptive or chaotic. The teacher appeared to have control of the situation and appeared poised and confident.
>
> As the discussion began, she asked, "What is the difference between divorce and separation?" She received all comments, restated them if necessary, and clarified them as needed. She also asked, "Does anyone know people who have been divorced or separated?" and "Why do people do this?" One student said, "My mom and dad were separated," and then several other students indicated their parents were separated or divorced.
>
> The teacher kept the discussion on a thoughtful level, without drawing out painful feelings. She asked, "Is this good or bad for children?" The students talked about how hard it is for kids: "You

feel you caused the breakup even though it's your imagination." Several students said, "Later on, you get farther away from the one you're not living with."

After the class, in a brief discussion (with the investigator), the teacher indicated that one-third of the children's parents were divorced or separated. She indicated that "Inside/Out" was most helpful in working with her children. When (the investigator) commented about the sensitive way in which the teacher handled the discussion, she said, "I refuse to provide stimuli that will bring out painful feelings. We deal with the sessions thoughtfully, and this seems to be very worthwhile." She also mentioned that in this discussion, the third graders were more vocal than ever before.

This sharing of troublesome experiences seemed to help the students to feel that they were not alone in suffering the difficulty of a broken home, and exemplifies the potential to which "Inside/Out" can be utilized. Nevertheless, the treatment cited above, rooted in the teacher's own sense of confidence and ability to deal with sensitive issues, makes it advisable that programs like "Breakup" and "In My Memory" should be used only by teachers who feel comfortable with them.

Generally, teachers observed had positive reactions toward "Inside/Out." Although the series was not required by MCCSC administrators, its extensive use is indicative of this favorable reception.

A number of issues which surfaced during the observations became the framework upon which subsequent interviews and the survey instrument were designed. These include:

- *Relevance of programs to students*
- *Use with second-year viewers*
- *Value of the series for a particular grade level*
- *Schedule conflicts*
- *Value of conducting joint discussions*
- *Use of sensitive or controversial programs*
- *Teacher personal growth and self-involving behavior*

- *Teachers' affective ability (to reflect, paraphrase, extract feelings)*
- *Value of the Guide for Teachers*
- *Value of previewing*
- *Operational problems such as poor reception, location of television*

Open-ended interviews

Open-ended interviews, which made up another phase of the study, were arranged to include each grade level. There were nine teachers, seven of whom were using "Inside/Out" for the second year.

Through extensive discussions, respondents offered helpful insights about the value and use of the series. A summary of this information brings into focus both positive and negative details. All nine teachers indicated that the programs were, at the least, of some value on their particular grade level. Eight teachers suggested that "Inside/Out" was of special value as a means of improving affective skills.

One teacher cited the need for the series because

> You can't help children who are nursing feelings of hostility or anxiety. You really can't help them unless you are aware of (their problems) and perhaps give them the special attention they need to overcome it. Sometimes they don't show this on the outside. I think that one of the most important things for a teacher is to be able to communicate with children on their level.

Another teacher of a special education class further identified the positive effects of "Inside/Out":

> I think there are a lot of ways that the series has helped my children. For one thing, it provides a means for us to get together and share things with other classes. Even though the other group is the high ability fifth grade, and my group is the lower ability special education class, we do fine together. My kids model their behavior after the other class, and it is amazing to watch the difference in them.

Given this commentary, it is quite possible that "Inside/Out" may be helpful in mainstreaming the special student.

Other responses suggest the extent to which the series helped teachers develop personal growth, sharpen affective skills, and generate a higher level of sensitivity to students' affective concerns. One teacher offered,

> "Inside/Out" has been as much value to me as it has been to the kids. My entire early training has been on keeping your feelings to yourself. I've worked on dealing with feelings for a year with these programs, and it's no problem for me any longer.

In contrast, several other teachers indicated that the series was of little value in encouraging personal growth. Most of these respondents were reluctant to discuss their own involvement, and felt that "Inside/Out" was designed to promote student, not teacher, development. One teacher openly challenged this view by saying,

> As an educator I feel strongly that my job is not as a babysitter or a disseminator of textbook information. My job is to help kids face life and do the things they are capable of doing.

On the question of using the series for a second year, five teachers noted positive experiences. One teacher emphasized that it would be beneficial for her students to see the programs several times; the more familiar students were with the programs, the more comfortable they would feel in the discussion.

Teachers in the open-ended interviews were also queried about parental reaction to the series. In only three of nine interviews did teachers report indications of parental disapproval. One child from a family that practiced Christian Science was not permitted to watch "In My Memory," and five other students were not allowed to participate in a research study on that sequence.

In general, however, the open-ended interviews supported the use of "Inside/Out," despite a tentative endorsement of the series value as an agent of teachers' personal growth. Teachers' less favorable reactions to the series were generally related to administrative problems such as scheduling conflicts or technical deficiencies.

ANALYSIS: STRUCTURED INTERVIEWS AND SURVEY FINDINGS

This aspect of the study is intended to provide an overview of the impact of "Inside/Out" on teachers in Monroe County elementary schools. Twenty-five teachers were interviewed using the structured interview format. Topics discussed in earlier visits and interviews were reviewed in detail at this stage.

Structured Interviews

Experience and frequency of use. In general, most teachers used the series to the same extent both years, with viewings every week for the entire year (see Table 2). Of the twelve teachers whose students had used the series previously, seven indicated that viewing the series twice caused class discussion to flag, enthusiasm to fade, and attention to wander.

Program utilization (manner of use). All teachers typically conducted class discussions after the viewings (see Table 3). Teachers who supplemented discussions with follow-up activities used those suggested in the Guide for Teachers, but only seven used them frequently. However, lack of frequent use may be due to conflict with other school activities, or to use only after certain programs.

TABLE 2

SUMMARY OF DATA ON FREQUENCY OF USE OF "INSIDE/OUT" FROM STRUCTURED INTERVIEWS (N=25)

Item	No.	%	Item	No.	%
Use of Series in 1973-1974			Frequency of Use This Year		
Used All Year	23	92	Once a Week	22	88
No Response	2	8	Once Every Two Weeks	2	8
			Once a Month	1	4
In 1974-1975			Comparison of Use This Year to Last Year		
Used All Year	22	88	Just as Often	20	80
No Response	3	12	Less Often	4	16
			Cannot Compare	1	4

TABLE 3

SUMMARY OF DATA ON PROGRAM UTILIZATION OF "INSIDE/OUT" PROGRAMS FROM STRUCTURED INTERVIEWS (N=25)

Item	No.	%	Item	No.	%
Follow-up Activities			Did not have a Guide	3	12
Teacher conducts a discussion			Did not take a position	2	8
Yes	25	100	Frequency of Use of Activities		
No	0		Frequently	7	28
			Infrequently	12	48
Discussion based on Guide Questions			Never	6	24
Yes	17	68	Preparation for use of Sensitive Programs		
No	6	24	Special Preparation of students	4	16
No Guide Available	2	8	Same as other programs	21	84
Teachers' Perceptions of Value of Activities in Guide			Follow-up on Sensitive Programs		
Very Important	14	56	Same as other programs	25	100
Not Very Important	6	24			

Most teachers used the "sensitive" programs in the same manner as the other programs, without special preparation or follow-up. There was little effort to integrate the series with other curricular areas, although the series designers had intended this approach. Scheduling difficulties may have prohibited curricular integration of the series. As one teacher pointed out,

> In our program, it was extremely hard to have time to work "Inside/Out" into our schedule. I feel in order to be done correctly, the (time) should be very carefully planned, with the children prepared for each program and a thoughtful follow-up done.

While the series incidentally may have increased communication between teacher and student, there appeared to be few attempts to actively promote these feelings after each program was over.

Preparation of teachers. Fourteen teachers (56%) wanted more background on the series. Almost the same number (52%) would have found training in affective education methods useful. Many felt that some overview, such as the one presented in an in-service training session, should be available, and that actual training to develop affective skills would encourage series use. One teacher went so far as to say that the series should be used only by

> those teachers who have had in-service training on the program, and every teacher should have his or her own Guide. I would rather do a few select programs well than get the children into a once-a-week poorly directed rut. The programs are excellent, but need careful direction.

Preview time. Each "Inside/Out" program was shown on the local public television station twice prior to its use. This provided teachers, parents, and students with an opportunity to preview a program and to determine its appropriateness. However, responses from the structured interviews indicate that 60% of the teachers do not preview the series, and only one-fourth preview materials on a regular basis (see Table 4).

TABLE 4

USE OF PREVIEW TIME BY TEACHERS AND STUDENTS

QUESTION	RESPONSE			
	YES		NO	
	No.	%	No.	%
Do you preview the programs?	10	40	15	60
Do you preview them regularly?	7	28	18	72
Do you ask your students to preview?	8	32	17	68

According to teachers, most students and parents do not preview the programs; thus, it seems questionable whether previewing should be continued. Nevertheless, the preview gives parents the option of determining which programs are appropriate for their children, thereby reducing the likelihood of future conflicts.

Survey Results

Survey questions were designed to measure issues that had not been reconciled by previous aspects of the study, or to reinforce findings that emerged in previous stages. All teachers eligible to use "Inside/Out" were asked to react to the series. Fifty-five teachers completed and returned the survey. An additional thirty-two reported that they had never used the series. The following report is based on the fifty-five completed forms.

The composite profile of teachers using "Inside/Out" varies by grade level, amount of teaching experience, school occupational profile, and years of series use. Data are summarized in Table 5.

Careful analysis of the responses by school occupational group yielded few differences. However, teachers in predominantly "professional"

TABLE 5

DIFFERENCES IN PROFESSIONAL EXPERIENCES AND ASSIGNMENTS OF TEACHERS USING "INSIDE/OUT"

Variable		%
Years of Teaching Experience		
	Less than 6	42
	6-15	34
	More than 15	24
School Group of Teachers		
	Professional	40
	Blue-collar	38
	Mixed	22
Years of Use of "Inside/Out"		
	Last year only	18
	This year only	36
	Both years	46
Grade Level of Teachers		
	Third	16
	Fourth	35
	Fifth	29
	Multi-level	20

schools felt that there were too many programs which applied to lower socio-economic students; teachers in "blue collar" schools felt that the programs were weighted in favor of middle- and upper- socio-economic students. But these perceptions seem related to the value orientations of the teachers rather than to that of the students.

Teaching experience per se did not have an appreciable effect on responses to the survey. Both experienced and less experienced teachers viewed "Inside/Out" as a "valuable tool in the mutual sharing of views and feelings between teachers and students." Teachers with more than fifteen years' experience were among the strongest supporters of the series.

Analysis by years of use and by grade did not yield significant differences. Of the thirty-five teachers who used "Inside/Out" the first year, ten chose not to use it again. In addition, only nine of the approximately forty-two third grade teachers used the series the second year. This may have resulted from the fact that several third grade teachers found the material too sophisticated for their classes.

Report of the data. The pattern of responses on the frequency and manner of use by this larger group is consisten with the data collected in the structured interviews. In addition, teachers were asked to evaluate the contribution of in-service training and the Guide for Teachers in helping them use the series. Fifty-one teachers (92%) attended the in-service training session, and most (Over 80%) judged it to be of some, or of great value. Over 90% of the first-year and 72% of the second-year users took advantage of the Guide which was judged as very good or excellent by most respondents.

Survey data were also collected on related areas, including teachers' reaction to series impact on administrative and personal growth. The data are typically presented by the total number of responses to each item. Where appropriate, findings are analyzed by grade level or years of use.

Teachers' reactions to individual programs. Perceptions of the sensitivity and relative value of specific programs are reported in Table 6. Written responses to the questions in this section were extensive. When asked if they thought the series included sensitive programs, sixteen teachers (29%) said "yes," while twenty-seven (49%) responded "no." The programs most frequently cited as sensitive were "Breakup" and "In My Memory," because "some children may be in a very vulnerable position due to their own family problems." Other teachers indicated personal reasons

for their "sensitive" evaluation. Regarding "Breakup," one teacher said "I'm divorced and it was hard for me to handle. As a result, a colleague conducted the discussion." Another teacher, commenting about "Home Sweet Home," a program about two young runaways, said, "it brings up episodes in my childhood that I would just as soon forget. Actually the children handled it very well...it's just me."

Four of the nine third grade teachers identified "Breakup" and "In My Memory" as sensitive. This percentage, much higher than at other grade levels,suggests that third grade teachers feel their students are too young to fully understand the issues being explored in these sequences. One teacher suggested that programs like "I Dare You" give children "bad" ideas. Interestingly, the so-called sensitive programs are "the most enjoyable as far as the children are concerned."

Ten teachers judged the series to be ineffective; twenty-six disagreed. When asked to identify particular programs, only "You Belong", a sequence which explores the connection between humans and their surroundings, was frequently cited as ineffective. In general, most programs were considered of some value by most respondents.

Thirty-four teachers identified individual programs which they considered "extremely valuable." These are noted in Table 6. Most of these programs are cited at least once, and many of them frequently. This pattern of response does not seem to be related to grade level or to years of use. The more sensitive programs, "Breakup" and "In My Memory," were also often noted as "extremely valuable." One teacher commented

> I dreaded using these programs because of their sensitivity, but found that the reaction of the class was on the positive side, especially for those children who were from broken homes.

TABLE 6

FREQUENCY OF CHOICE BY NUMBER OF TEACHERS IDENTIFYING A PARTICULAR PROGRAM AS SENSITIVE, OF LITTLE VALUE, OR EXTREMELY VALUABLE

Program	Sensitive	Of Little Value	Extremely Valuable
1. Because It's Fun			0
2. Breakup	15		11
3. Brothers and Sisters			7
4. Bully			16
5. ...But Names Will Never Hurt?			5
6. But They Might Laugh			9
7. Buy and Buy			2
8. Can Do/Can't Do			2
9. Can I Help?			1
10. Donna (Learning to be Yourself)		2	0
11. Getting Even			9
12. Home Sweet Home	2		0
13. How Do You Show			3
14. I Dare You	2	1	10
15. I Want To		2	3
16. In My Memory	11		8
17. Jeff's Company		1	0
18. Just Joking			13
19. Just One Place		1	2
20. Living With Love		1	5
21. Lost Is a Feeling			2
22. Love, Susan	1		6
23. Must I/May I			4
24. A Sense of Joy		1	3
25. Someone Special			1
26. Strong Feelings		2	2
27. Travelin' Shoes		1	3
28. When Is Help			0
29. Yes, I Can			1
30. You Belong		5	1
Total:	31	17	34

Use of "Inside/Out" with second-year viewers. In some classrooms, the use of "Inside/Out" with second-year viewers posed difficulties. One teacher wrote that there were "some complaints from students and slightly

less interest than last year." But the twelve fifth grade teachers using the series with second-year viewers did not indicate any problems.

Parental reactions. Teachers were also queried on the subject of parental reaction. Of the fifty-five teachers surveyed, five stated that parents had negative reactions; fourteen noted positive reactions; and thirty-six replied that parents had not indicated any response. Of the five who projected negative reactions, two indicated that a number of parents were opposed to the series on religious grounds.

Value of the series by grade level. Teachers were asked to judge appropriateness of the series according to grade level. One teacher indicated that this should be based on the "level of sophistication of the students as opposed to a particular grade level." As we have already noted, only on the third grade level, where nine of approximately forty-two teachers used the series, do survey results question appropriateness.

Practical value. Teachers were asked if the series was helpful to their understanding of students' problems. These responses (see Table 7) indicate that most thought the programs were of some value in accomplishing this end. Five questions aimed to determine teachers' feelings about

TABLE 7

REPORT OF THE VALUE OF "INSIDE/OUT"
TO TEACHERS IN UNDERSTANDING STUDENTS (N=55)

Responses of teachers to practical value of "Inside/Out"	N	%
Of great value	9	17
Of some value	40	73
Uncertain	0	0
Of little value	4	7
Of no value	2	3
No response		

the overall value and practical worth of the series. Table 8 provides a summary of these responses. The findings represent a strong endorsement of "Inside/Out" as a practical tool, and most teachers' sound recommendation to retain it in its entirety. In particular, one teacher responded to these questions by saying,

> the programs create an emotional climate that helps children to express their own feelings and to understand why they feel the way they do. They also appreciate that other children have the same feelings.

TABLE 8

RESPONSES ON THE PRACTICAL VALUE OF "INSIDE/OUT" BY CATEGORIES

ITEM	RESPONSE					
	YES		NO		NO RESPONSE	
	No.	%	No.	%	No.	%
Generated more student expression	44	80	8	14	3	6
Had a positive impact on other class efforts	39	72	8	14	8	14
Helped teacher share feelings with students	43	78	8	14	4	8
Facilitated personal growth of teacher	40	73	10	18	5	9
Should be used next year	41	75	9	16	5	9

Selection of the most valuable programs. Teachers were asked to identify the ten most valuable programs. Table 9 provides a summary of these responses and ranks the programs according to a frequency of choice. Predictably, the programs noted most often correspond with those that are cited as "extremely valuable." Less frequently cited programs are those which are considered impractical for use with MCCSC students.

TABLE 9

ALL "INSIDE/OUT" PROGRAMS RANKED BY FREQUENCY OF CHOICE

PROGRAM	RANK	FREQUENCY OF CHOICE
Bully	1	40
But They Might Laugh	2	37
I Dare You	3	35
Just Joking	4	30
Getting Even	5	29
But Names Will Never Hurt?	6	23
Breakup	7	21
Brothers and Sisters	8	19
In My Memory	9	18
Love, Susan	10	16
Can Do/Can't Do	11	15
Strong Feelings	11	15
Living with Love	13	13
Someone Special	14	12
Home Sweet Home	15	11
Lost Is a Feeling	15	11
When Is Help	15	11
Yes, I Can	15	11
Must I/May I	19	10
A Sense of Joy	20	9
Donna (Learning to be Yourself)	21	8
Travelin' Shoes	21	8
Because It's Fun	23	7
You Belong	23	7
Can I Help?	25	6
I Want To	25	6
Just One Place	27	5
How Do You Show	28	4
Buy and Buy	28	4
Jeff's Company	30	2

Summary. The fifty-five structured interviews provided insights into the way "Inside/Out" was used and perceived by teachers. The survey reinforced earlier findings and provided data on additional concerns, including personal growth of teachers and practical value of the series.

SUMMARY AND RECOMMENDATIONS

Most teachers strongly agree that "Inside/Out" is a useful classroom tool. They have indicated that the series was helpful in developing their understanding of students. Teachers also state that the series led to a greater expression of student feelings, and as such, had a positive impact on student-teacher relations. They further note, although more tentatively, that "Inside/Out" helped them to share more of their own feelings, and was conducive to their personal growth. Perhaps the most positive endorsement was the feeling that the entire series should be made available during the coming year.

While this data reflects the positive reception for "Inside/Out" programs, evidence of certain problems was revealed. These include a number of inappropriate reactions to student comments, i.e., the closed questioning and moralizing noted in the exploratory visits and observations; the scheduling problems and teacher discomfort with sensitive topics observed in the open-ended interviews; and the negative parental reactions cited in the structured interviews. The following recommendations are designed to possibly alleviate these problems:

A carefully planned in-service session should be provided for teachers using "Inside/Out." Affective techniques, as well as the art of open-ended questioning, should be considered.

A resource person trained in group techniques should be available to teachers during the year.

A special in-service session which deals with effective strategies to use with the more sensitive programs should be offered.

To facilitate previewing of programs, local educational television stations should be asked to provide an evening preview hour.

Adequate time for discussion and follow-up activities should be arranged for each program.

If a teacher feels legitimately uncomfortable in dealing with any program, s/he should defer to a colleague who can direct the follow-up lesson.

Scheduling problems can discourage series use. If programs are scheduled at an inappropriate time, adjustments should be made.

Since the topics covered touch on potentially controversial areas, it would be wise for parents to preview programs. Children who are not permitted to watch a given segment must be given appropriate substitute work in another location.

When programs are used on the third grade level, teachers should carefully select only the most appropriate.

Questions for Further Study

The present study generated as many questions as answers. Reflections on the three focal points, methodological, administrative, and personal variables suggested viable topics to be addressed in subsequent studies.

Methodological variables. Teachers' comments yielded valuable information on the use of general (discussion or follow-up activities) and specific (application of programs to students' experience) activities. However, if the methodological variable is to be fully explored, additional questions warrant attention:

Do teachers use certain effective methods consistently? Why do they choose one particular method over another? Do methods emerge from a specific program? Can the effects of the series on a particular teacher really be determined without data on how he or she conducts other classes? Finally, does an evaluator need to observe how teachers conducted other classes in order to determine the impact resulting from "Inside/Out"?

Administrative variables. While a number of administrative variables were thoroughly explored (scheduling, technical problems, previewing, parental concerns) in-service training is an area which needs further attention.

Regarding teacher preparation, what type of in-service training should be developed to help teachers use the series more effectively? What kind of affective skills should teachers acquire in order to make the most of the series? Should the programs be handled in a different way with students who are viewing the series for a second time? If different utilization techniques are emphasized with second-time viewers, what should they include? Should there be a special in-service training effort to help teachers with the more sensitive programs? If so, what should be covered? In what setting--formal or informal--should the preparation for the more sensitive programs take place?

Personal growth variables. Data on self-involving behavior (a positive index of growth) and observation of teachers who made moralizing or judgmental statements (a negative index of growth) were collected. But it is clear from the foregoing study that more refined methods are needed to define and measure this dimension of teacher behavior. While teachers generally indicated that the series encouraged personal growth, additional studies are needed to more fully address this question.

What changes are reflected as teachers use "Inside/Out" with their classes? Does personal growth depend more on specific programs or individual personality? Are all teachers capable of using an affective education program? These are important considerations. Baseline data on the level of personal development and teaching patterns prior to using the series are essential to any study which aims to generalize its results.

Summary

There are several changes inherent in conducting a study that uses a responsive evaluation mode which affects the outcome as a whole. First,

there is the possibility that the evaluator could spend more time as a resource person and less conducting the study. Second, the wealth of data collected is so voluminous, and in such an unwieldy form, that it could be (and was) extremely difficult to organize meaningfully.

In addition, it can be difficult to maintain proper focus throughout a study of this kind. As the evaluation is conducted, it is important to respond to the changing forces in operation. In a fluid situation, it is easy to gather data that attends to a variety of intricacies and subtleties, but has little direct impact. There is a good chance that the findings could be of little practical value.

While these and other problems exist, the benefits of a responsive evaluation approach outweigh the drawbacks. This particular study yielded a series of data displays that could easily be understood by the client, in this case, a group of teachers who for the most part are less inclined to consider a quantitative statistical approach. Furthermore, the method captured portrayals of human interaction and perception that are extremely difficult to codify.

Using the responsive evaluation approach throughout this study, the evaluator was available to serve as a consultant, to help the client deal with the problems as they surfaced. As data were gathered and analyzed, it was made available to the client/subject for study, reflection, and response. Responsive evaluation was thus able to provide meaningful service, both during, and at the completion, of the study.

AIT RESEARCH PUBLICATIONS

This publications list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports were distributed widely. However, some were written for internal documentation and are generally unavailable to a larger audience. Many of the out-of-print reports (marked with an asterisk) are available through the ERIC system. Other materials may be obtained from AIT and from the ERIC system (ED numbers are included for such reports).

The Evaluation of Instructional Television. NITL, December 1963.*

The Status of Instructional Television. NITL, March 1964.*

An Assessment of Instructional Television: 1966-1968. $2.00 per set, .40 each (ED 083 800)
Instructional Television in Art Education
Instructional Television in Music Education
Instructional Television in Foreign Language Education
Television in Health and Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Social Studies Education

Television in Higher Education: Social Work Education. NCSCT, 1966. .50 (ED 083 801)

One Week of Educational Television, Number 4. Morse Communication Research Center, Brandeis University and National Center for School and College Television, NCSCT, 1966* (ED 082 529)

Guidelines for Art Instruction Through Television for the Elementary Schools. NCSCT, 1967. $2.00

Television Guidelines for early Childhood Education. NITC, 1969. $2.00 (ED 040 739)

One Week of Educational Television, Number 5. National Education Television and the National Instructional Television Center, NITC, 1969. $2.50 (ED 029-501)

Continuing Public Education Broadcasting. NITC, September 1969. $3.50 (ED 038 042)

"Ready? Set . . . Go!"—A Preliminary Evaluation. NITC, 1969.*

The Analysis of Attention to a "Ripples" Encounter. NITC, 1970.*

Report of "Ripples" Evaluation Activities to the Consortium Members. NITC, July 1970. No Charge.

One Week of Educational Television, Number 6. National Instructional Television Center and the Corporation for Public Broadcasting, NITC, 1971. $2.50 (ED 050 572)

"Images & Things" Evaluation Report to Consortium Members. NITC, September 1971. No Charge.

Cause & Affect: Summary Report to the Contemporary II. NITC, March 1972.*

The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University, July 1972. $5.00 (ED 070 250 and ED 070 251)

"Ripples" Use: A Second-Year Survey. NITC, Fall 1972.*

"Images & Things" Content Analysis. North Texas State University, 1972.*

Research Report: "Inside/Out" Teacher's Guide Survey. NITC, May 1973.*

Consortium Agency Utilization and Promotion Activities for "Inside/Out." NITC, Fall 1973.*

Decision-Oriented Research in School Television. AIT, September 1973.* (ED 082 536)

"Ripples": A Third-Year Survey. AIT, December 1973. No Charge.

Research Memo: The Use of the "Inside/Out" Soundsheet. AIT, January 1974.*

Research Memo: Teachers' Opinions of "A Matter of Fact" Program Posters. AIT, August 1974.*

Report on Evaluation Activities of the "Bread & Butterflies" Project. Educational Testing Service and AIT, October 1974. $3.00 (ED 097 921)

Research Memo: Television/Film Series on Essential Learning Skills. AIT, October 1974.*

Preliminary Formative Evaluation Report: "Pressure Makes Perfect." AIT, April 1975.*

Preliminary Formative Evaluation Report: "Trying Times." AIT, August 1975.*

Formative Evaluation of "Self Incorporated" Programs (Research Report Number 30). AIT, January 1976. $5.00 (ED 119 712) Summary. (ED 119 711)

"Inside/Out" Teacher's Guide Survey (Research Report Number 31). February 1976. No Charge.

"Bread & Butterflies" Teacher's Guide Survey (Research Report Number 32) in preparation.

Technical Report: AITGRAF: The AIT Classroom Interaction Analysis Graphing Program (Research Report Number 33.) October 1976. No Charge.

Teachers' Opinions about the Viewer's Guide for The Parent Crunch *from "The Heart of Teaching" Series* (Research Report Number 34). March 1976. No Charge.

Formative Evaluation of "MeasureMetric" Program on Length (Research Report Number 35). May 1976.*

Research on the Format and Style of "The Heart of Teaching" Viewer's Guide (Research Report Number 36). September 1976. No Charge.

"Stories From 'Inside/Out'," Its Availability and Use (Research Report Number 37). June 1976. No Charge.

A Compilation of Instructional Television Series for Secondary School Use (Research Report Number 38). June 1976. No Charge.

Responses to the Essential Skills Television Project Orientation Program (Research Report Number 39). August 1976.*

An Evaluation of "The Heart of Teaching" Leadership Training Institute (Research Report Number 40). August 1976.*

Responses to the Questionnaire included in "The Essential Skills Television Project: A Working Document" (Research Report Number 41). September, 1976.*

Review of Economic Education Design Team Draft Reports (Research Report Number 42). September, 1976.*

A Survey of the Individual Program Teacher Guides for "Self Incorporated" (Research Report Number 43). November, 1976.

Formative Evaluation of Economic Project Television Scenarios: Part I (Research Report #44). December, 1976.

AITATTN: The AIT Attention Plotting Program (Research Report #45). January, 1977.

Affective Films for the Hearing Impaired Child: A Test of Captioned "Inside/Out" Programs (Research Report #46). April, 1977.

A Challenging Picture: The Status of ITV Utilization in Secondary Schools (Research Report #47). June, 1977.

Research on the Use of Television in Secondary Schools (Research Report #48). June, 1977.

Economic Education Consortium Script Review Procedures (Research Report #49). June, 1977.*

Formative Evaluation of "Trade-offs" Television Scenarios: Part II (Research Report #50). July, 1977.

School Television in the Archdiocese of New York (Research Report 51). July 1977.

The ITV Experience at Evanston Township High School (Research Report 52). July 1977.

An Experiment in Autonomy: Secondary School Television Use in Two Coastal Georgia Schools (Research Report 53). July 1977.

The Allegheny Educational Broadcasting Council: Instructional Television in Central Pennsylvania (Research Report 54). July 1977.